



Not For Display - For Teacher/Staff Use Only

Behavior Support Plan

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

This BSP attaches to: ☐ IEP date: _____ ☒ 504 plan date: 3/1/02 ☐ Team meeting date: _____

- Student Name Tom Today's Date 3/1/02 Next Review Date 4/1/02
- The behavior impeding learning is (describe what it looks like) Work refusal, especially written work, which escalates into defiance (e.g., says, "No, you can't make me!" and verbal aggression (e.g., swears, calls teacher names, questions why, "Why do I have to do this dumb work, huh, HUH!")
 - It impedes learning because Tom is not completing or turning in assignments which is negatively impacting his grades/academic progress.
 - The need for a Behavior Support Plan ☐ early stage intervention ☒ moderate ☐ serious ☐ extreme
 - Frequency or intensity or duration of behavior Tom fails to start/complete work daily - he escalates to the point of being removed from the classroom approximately 3 times/week.
- ☐ reported by _____ and/or ☒ observed by Ms. Owens, teacher

PREVENTION PART I:

ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

Observation & Analysis	What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, time, place, subject, etc.) 5. Teacher assigning work--especially written work, he thinks it will take a long time to complete.
	What supports the student using the problem behavior? (What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?) 6. Tasks are not yet being broken down and sequenced for Tom. There is currently no agreed upon way for Tom to express his inability to structure the task himself. Verbal negotiation skills have not yet been taught.
Intervention	Remove student's need to use the problem behavior What environmental changes, structure and supports are needed to remove the student's need to use this behavior? (Changes in Time/Space/Materials/Interactions to remove likelihood of behavior) 7. Time & Materials -- tasks broken down and the assignment steps explicitly sequenced in a To-Do List/check sheet format which Tom will do himself after initial instruction. (see attached example) Interactions--a non-verbal system will be taught by the teacher ("Help," "I need Time Away," "Good Job," etc.) so communication without embarrassment can occur.
	Who will establish? <u>Teacher to consult with RSP</u> Who will monitor? <u>Teacher/Counselor</u> Frequency <u>1 x weekly</u>

ALTERNATIVES PART II:

FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT

Observation & Analysis	Team believes the behavior occurs because: (Function of behavior in terms of getting, protest, or avoiding something) 8. Tom has been told that he is "bright" and is embarrassed by the fact that he is unable to do the work of his peers. He is trying to escape revealing the work is hard to his peers.
	Accept an alternative behavior that meets same need What team believes the student should do INSTEAD of the problem behavior? (How should the student escape/protest/avoid or get his/her need met in an acceptable way?) 9. Learn appropriate ways to ask for assistance that will not signify to Tom or his peers that the work is too hard, e.g., "I think this assignment is too long." and when he is not able to do the work that are a form of protest that is acceptable, e.g., "I need to talk with you Mrs. Johns. This work is really long!"
Intervention	What teaching Strategies/Necessary Curriculum/Materials are needed? (To teach the replacement behavior, successive teaching/reinforcing steps to learn the alternative behavior) 10. Teaching of a personal charting system/checklist for completing work that has been broken down into smaller tasks. Counselor to teach a better way to understand his learning style (good ability but difficulty planning/organization). Psychologist will take one session to explain ability/achievement/ADHD, etc. Teach-better ways to appropriately advocate for individual style (counselor in consultation with RSP will role-play ways to ask for help in class- 3x/this semester). RSP to teach overall better verbal negotiation/social skills (on-site skills training- group 2X week).
	Who will establish? <u>Teacher/Psych/RSP/Counselor</u> Who will monitor? <u>As outlined above</u> Frequency <u>1 x weekly</u>

What are reinforcement procedures to use for establishing, maintaining, and generalizing the new behavior(s)?

11. Any evidence of progress (filling out To-Do List, attempting assignments without complaint) will be immediately recognized/praised. Tom will meet with counselor weekly to discuss charting system and progress. Parent will implement a reward system at home for daily reports of positive behavior.

Selection of reinforcer based on: Tom's desire for parent approval, time with Dad, expressed during this plan meeting.

☒ reinforcer for using replacement behavior ☒ reinforcer for general increase in positive behaviors

By whom? Teacher/Counselor/Parent Frequency? Daily and Weekly

EFFECTIVE REACTION PART III:

REACTIVE STRATEGIES

What strategies will be employed if the problem behavior occurs again? (1. Prompt student to switch to the replacement behavior, 2. Describe how staff should handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school consequences) **12.** 1. If beginning refusal, remind him of alternative strategy non-emotionally. "You can make a good choice, you can make a bad choice. Take a minute and decide." Praise good choice. 2. If removed from class for behavior, "My Inappropriate Behavior" worksheet with counselor or administrator will be completed and logged with counselor. Copy sent home and to vice-principal for central discipline file. 3. If suspended for behavior, 504 case manager notified. If two in one month, 504 team to reconvene. In the case where Tom is removed from the classroom due to defiance/verbal aggression, he will complete "Thinking About My Inappropriate Behavior" worksheet and discuss with the counselor. A copy will be sent home as well as to the Vice Principal.

Personnel? Counselor/Vice Principal/Parent

OUTCOME PART IV:

BEHAVIORAL GOALS

Behavioral Goal(s) **13.** Tom will have no defiance that requires being sent to the office, i.e., it is not readily redirectal within each week as measured by teacher charting and observation. Tom will attempt to do all assignments, and will complete those perceived as difficult with adult assistance, as measured by teacher observations. Tom will demonstrate asking for help on multiple occasions using strategies taught, as recorded by teacher.

The above behavioral goal(s) are to: ☒ Reduce frequency of problem behavior ☒ Increase use of replacement behavior

☒ Develop new general skills that remove student's need to use the problem behavior

Observation and analysis conclusion:

Are curriculum accommodations or modifications also necessary? Where described: (on 504 plan)

☒ yes ☐ no

Are environmental supports/changes necessary?

☒ yes ☐ no

Is reinforcement of alternative behavior alone enough (no new teaching is necessary)?

☐ yes ☐ no

Are both teaching of new alternative behavior AND reinforcement needed?

☐ yes ☐ no

This BSP to be coordinated with other agency's service plans?

☒ yes ☐ no

Person responsible for contact between agencies School Nurse

COMMUNICATION PART V:

COMMUNICATION PROVISIONS

Manner and frequency of communication, all participants **14.** Tom will chart his assignments and work completion daily. This will be reviewed by the counselor and parent weekly. All inappropriate behavior worksheets go home & to 504 case manager.

Between? Teacher/Counselor/Parent

Frequency? Daily and weekly

PARTICIPATION PART VI:

PARTICIPANTS TO PLAN DEVELOPMENT

☒ Student Tom Brown

☒ Parent/Guardian Mabel Brown

☒ Educator and Title Mary Owens, teacher

☐ Educator and Title _____

☐ Educator and Title _____

☒ Administrator James Taylor, principal

☐ Administrator _____

☒ Other Jamey Morton, District 504 Coordinator

☐ Other _____